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ABSTRACT

ERIC abstracts on competency-based evaluation of the educational staff, announced by this and other clearinghouses in RIE through July 1973, are presented. The key terms used in compiling this collection are "Administrator Evaluation," "Evaluation Criteria," "Evaluation Methods," and "Teacher Evaluation." The documents include materials defining competency-based evaluation, reports on specific techniques and models of competency-based evaluation, and bibliographies of related materials. The following information is presented for each document: personal or institutional author, title, place of publication, publisher, publication date, number of pages, ERIC document ("ED") number, price of the document if it is available from the ERIC Document Reproduction Service, and the abstract. The documents are numbered and listed alphabetically by the authors' last names. A subject index refers to the document listing number. The subject terms, arranged in alphabetical order, are identical to those contained in the subject index of RIE. (Author)

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ERIC Abstracts

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Competency-Based Evaluation of Educational Staff

Compiled by

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PREFACE

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Besides processing documents and journal articles, the Clearinghouse has another major function—information analysis and synthesis. The Clearinghouse prepares bibliographies, literature reviews, state-of-the-knowledge papers, and other interpretive research studies on topics in its educational area.

The ERIC Abstracts series is the result of a cooperative arrangement between the Clearinghouse and the National Academy for School Executives (NASE) of the American Association of School Administrators. The Clearinghouse compiles the abstracts from document resumes in Research in Education to provide participants in a series of NASE-sponsored seminars with an up-to-date collection of ERIC materials on subjects to be presented in these seminars. Additional copies of the abstracts are published by NASE and distributed across the country to school administrators and others interested in educational administration.

Philip K. Piele
Director, ERIC Clearinghouse
on Educational Management

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INTRODUCTION

Since the beginning of ERIC in 1966, more than sixty thousand documents have been announced in ERIC's monthly catalog, Research in Education (RIE). Of the total, more than five thousand documents have been processed by this Clearinghouse. This growing collection is so extensive that it is useful to compile lists of ERIC documents on a number of critical topics in educational management. Published separately, these selected lists of documents make up the ERIC Abstracts series.

To compile each list, the RIE subject indexes are searched, using key terms that define the topic. The documents are selected on the basis of currency, significance, and relevance to the topic.

For this compilation on competency-based evaluation of educational staff, the index terms used are ADMINISTRATOR EVALUATION, EVALUATION CRITERIA, EVALUATION METHODS, and TEACHER EVALUATION. The documents include materials defining competency-based evaluation, reports on specific techniques and models of competency-based evaluation, and bibliographies of related materials. The listing is complete for all issues of RIE through July 1973 and includes documents processed by this and other clearinghouses.

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1. American Association of Colleges for Teacher Education. Performance-Based Teacher Education: An Annotated Bibliography. Washington, D.C.: 1971. 37 pages. ED 050 034 MF $0.65 HC $3.29. (Also available from American Association of Colleges for Teacher Education, One Dupont Circle, Suite 610, Washington, D.C. 20036. Single copy free.)

   This 102-item annotated bibliography lists documents and journal articles published between 1967 and 1970. The citations are grouped into six categories: (1) characteristics of actual or proposed programs of performance-based teacher education; (2) certification of teachers on the basis of performance; (3) definition of teacher competence; (4) basic elements of a performance-based curriculum; (5) measuring the achievement of performance objectives, with a listing of documents on specific assessment techniques; and (6) the attitude of teacher organizations toward performance assessment.

2. Andrews, Richard L. The Washington Principal Evaluation Inventory. Preliminary Manual. Seattle: Bureau of School Service and Research, University of Washington, 1970. 16 pages. ED 050 458 Document not available from EDRS. (Available from Bureau of School Service and Research, 126 Lewis Annex, University of Washington, Seattle, Washington 98105. $1.00.)

   The Washington Principal Evaluation Inventory yields not only a total measure of overall principal effectiveness but scores for each of seven dimensions of administrator behavior as well. Teachers and fellow administrators rate the principal on sixty-four statements of principal behavior. A sample inventory and a scoring key are included.

3. Bohlken, Robert, and Giffin, Kim. "A Paradigm for Determining High School Teacher Effectiveness." Paper presented at Speech Communication Association annual meeting, New Orleans, December 1970. 11 pages. ED 050 118 MF $0.65 HC $3.29.

   Criteria for measuring teacher effectiveness include prognostic, teacher observation, student achievement, and communication variables. A paradigm based on communication variables must devise methods for observing and measuring prediscriminated communication variables and for measuring achievement of predetermined educational objectives. An effective teacher should be capable of establishing a communication climate conducive to student fulfillment of educational objectives. An important communication variable is interpersonal trust. The Giffin Trust Scale, which purports to measure interpersonal trust, is included with an answer sheet.

4. Bolvin, John O. "Evaluating Teacher Functions." Paper presented at American Educational Research Association meetings, Washington, D.C., February 1967. Pennsylvania: Learning Research and Development Center, University of Pittsburgh. 17 pages. ED 020 573 MF $0.65 HC $3.29.

   A crucial aspect of teacher activity under individually prescribed instruction (IPI) in mathematics is the development of individualized lesson plans or prescriptions. The quality of these prescriptions is a major determinant of the extent to which instruction is actually individualized and the extent to which each pupil is permitted to progress at his own pace. Evaluation of teacher performance based on a model of prescription writing indicates that individual prescriptions vary among children, that each teacher has developed a personal style, and that most teachers rely almost exclusively on preunit tests. The results of the study show that improvement of IPI requires teachers to have current, easily available, and comprehensive information about each student; a greater variety of assignable materials; specific definitions of the terms mastery and self-direction in relation to operating procedures; and a rationale behind variations in prescriptions that closely follows each child's learning needs.

5. Bradley, Ruth, and others. Measuring Teacher Competence. Research Backgrounds and Current Practice. Prepared by Committee on IOTA (Instrument for the Observation of Teaching Activities). Burlingame: California Teachers Association, 1964. 47 pages. ED 040 152 MF $0.65 HC $3.29. (Also available from California Teachers Association, 1705 Murchison Drive, Burlingame, California 94010. $1.50.)

   The many studies on teacher competence, usually biased toward specific viewpoints and concerned only with segments of the whole performance, demonstrate the need for a clearer definition. Methods used to determine effectiveness include measurement of pupil gains, job analysis, and pupil ratings of teachers, all subject to inherent fallacies and limitations. In 1950 the American Educational Research Association appointed a seven-member committee that established two general categories relating directly to teacher effectiveness and to observable behavior and characteristics from which effectiveness may be inferred. The California definition, published in 1952 by the California Teachers Association, has since been officially adopted by the state. The definition identifies six teacher roles on the basis of the group or individuals with whom the teacher works. In 1954 the American Psychological Association listed six categories: social validity, conceptualization, stability of the function, variability among the population, measurability, and ultimate-immediate relationships. Using the California definition as a base, the authors describe an instrument developed at the University of Hawaii and suggest that

similar local instruments be devised. The document provides an annotated bibliography and a detailed taxonomy of teacher roles from the California definition.

6. Burkhart, Robert C., editor. The Assessment Revolution: New Viewpoints for Teacher Evaluation. Albany: Division of Teacher Education and Certification, New York State Education Department, 1969. 343 pages. ED 036 485 MF $0.65 HC $13.16.

   In response to the state's proposal that the then current approach to teacher certification and education be abandoned as ineffective and inappropriate, the New York State Symposium on Evaluation in Education engaged in a deliberate and detailed discussion of workable alternatives and developed a design for action. The direction of the symposium was toward evaluation and certification of teachers according to specified performance criteria and the evaluation of teacher education programs according to the teaching ability of their graduates. The content of the symposium, responding to four basic tenets of the performance evaluation viewpoint and the issues raised by each, treats four main questions: What is wrong with the existing system of certification and teacher education? Why propose performance evaluation? How would performance evaluation work? If adopted, what steps can be taken to implement the program as a whole? Among materials included in this publication are a model for performance evaluation certification, a comparative analysis of classroom observation techniques, and an extensive bibliography on educational evaluation.

7. Campbell, Roald F. "The Evaluation of Administrative Performance." Paper presented at American Association of School Administrators annual convention, Atlantic City, New Jersey, February 1971. 12 pages. ED 050 452 MF $0.65 HC $3.29.

   This document discusses some of the problems in and offers suggestions for the implementation of administrator evaluation. The author believes that a set of criteria for functions defined in behavioral terms is necessary for an evaluation of administrative performance and emphasizes that these criteria should be utilized at the time a potential administrator applies to graduate school and again when he applies for an administrative position. The text proposes a plan for the establishment of a national commission for the evaluation of administrative performance in education. School board members, superintendents, and professors of educational administration would collaborate in nominating commission members.

8. Canadian Teachers' Federation. Bibliographies in Education: Teacher Evaluation. Ottawa, Ontario: 1972. 27 pages. ED 069 607 MF $0.65 HC $3.29.

A bibliography by the Canadian Teachers' Federation concerns teacher evaluation. Listed are 127 books, 193 articles, and 29 theses. An introductory statement indicates sources consulted and availability of the documents.

9. Castetter, William B., and Heisler, Richard S. Appraising and Improving the Performance of School Administrative Personnel. Philadelphia: Graduate School of Education, University of Pennsylvania, 1971. 82 pages. ED 060 540 MF $0.65 HC not available from EDRS. (Available from Center for Field Studies, Graduate School of Education, University of Pennsylvania, Philadelphia, Pennsylvania 19104. $5.00.)

   Dealing with the appraisal and improvement of school administrative personnel performance, this monograph attempts to help the reader understand what performance appraisal is, why it is essential in school organization administration, how an appraisal system functions, and how it can be made to work more effectively. To achieve these aims, the report integrates new concepts of performance appraisal from various streams of administrative thought with well established knowledge about administrative processes such as planning, organizing, leading, and controlling. Observations from the behavioral sciences and from industrial management are linked to observations in educational administration and presented in the form of utilitarian propositions expected to benefit the practitioner.

10. Cohen, Arthur M., and Brawer, Florence B. Measuring Faculty Performance. Washington, D.C.: American Association of Junior Colleges, 1969. 90 pages. ED 031 222 MF $0.65 HC $3.29.

    This report focuses on the techniques, objectives, and problems associated with teacher and teaching evaluation. The first section is devoted to a discussion and appraisal of methods currently employed. Topics include a review of the standard techniques of supervisor, colleague, student, and self-evaluation; a discussion of the problems inherent in these methods—rater bias, ambiguity of purpose, and lack of definite criteria; an overview of research attempting to relate teacher personality with teacher effectiveness; and an outline of a University of California at Los Angeles junior college teacher preparation program that aimed at predicting the success of new teachers by using various personality dimensions. The second section presents a case for changing the purposes, methods, and criteria of faculty assessment. Faculty evaluation as a tool to improve instruction must relate to instruction as a discipline, with the focus on the effects of instruction. This approach may result in the development of team teaching techniques and evaluation among instructors on the basis of teaching effectiveness alone. The authors out-

line the problems in specifying criteria for assessing teacher effectiveness, a rationale for using student achievement of learning objectives as the main criteria of teacher effect, suggested designs for assessing instructors, and a scheme for supervising instruction.

11. Culbertson, Jack A. "Evaluation of Middle-Administrative Personnel: A Component of the Accountability Process." Paper presented at American Association of School Administrators annual convention, Atlantic City, New Jersey, February 1971. 11 pages. ED 051 543 MF $0.65 HC $3.29.

    Evaluation systems inevitably reflect the values and aspirations of school districts. These values in turn may reflect either an orientation toward effective handling of the status quo or a posture of effective efforts to improve the status quo. Evaluation systems for elementary and secondary principals should be designed with the explicit objectives of stimulating leadership and encouraging improvement efforts.

12. Demeke, Howard J. Guidelines for Evaluation: The School Principalship—Seven Areas of Competence. [1971]. 79 pages. ED 057 479 MF $0.65 HC $3.29. (Also available from University Bookstore, Arizona State University, Tempe, Arizona 85281. $2.50.)

    This report identifies seven areas of professional competence necessary for the successful principal of the future: (1) teacher and director of the educational program, (2) coordinator of guidance and special education services, (3) member of the district and school staff, (4) link between community and school, (5) administrator of personnel, (6) member of the profession of educational administration, and (7) director of support management. In each area, specific suggestions are provided for developing a criterion, instruments for use in data collection and evaluation, and procedures for implementing a program of self-evaluation preliminary to reorientation and retraining.

13. Educational Research Service. Evaluating Administrative Performance. Educational Research Service Circular Number 7. Washington, D.C.: American Association of School Administrators, 1968. 58 pages. ED 032 635 MF $0.65 HC not available from EDRS.

    Formalized evaluation procedures for administrative and supervisory personnel at sixty-two school systems are individually described in this study. Details of the evaluation procedures include personnel evaluated, frequency of evaluation, methodology, notification of results, and appeal procedures. Evaluation forms of eight school systems and the questionnaire used in the study are included. The purposes for which evaluations

have been applied in each school system are categorized and their frequency noted. Commonly mentioned areas of evaluation are administration (organizing and managing ability), supervision (instruction and curriculum), relationships, personal qualities, and professional qualities.

14. Educational Research Service. Evaluating Teaching Performance. Educational Research Service Circular Number Three. Washington, D.C.: American Association of School Administrators, 1969. 64 pages. ED 033 448 MF $0.65 HC not available from EDRS.

    A questionnaire to gather material on teacher evaluation was sent to all school systems enrolling sixteen thousand or more pupils. The 235 systems who replied constituted 73 percent of the 322 systems in the sample. The circular is based on the replies of 213 systems with formal evaluation procedures. Included, system by system, are data on frequency of evaluation, evaluators, evaluation forms, evaluation procedures, appraisal procedures, and appeal procedures. Eight general types of evaluation procedures are evident among the 213 systems. The distinction in evaluation procedures is the degree to which the evaluatee determines the criteria against which he will be evaluated and the degree of participation by the evaluatee in the appraisal process. Thirteen evaluation forms selected from those submitted with the questionnaire response are reproduced.

15. Educational Research Service. The Evaluation of Noncertificated Personnel. Educational Research Service Circular Number Four. Washington, D.C.: American Association of School Administrators, 1969. 50 pages. ED 033 449 MF $0.65 HC not available from EDRS. (Available from Educational Research Service, 1815 North Fort Myer Drive, Suite 1012, Arlington, Virginia 22209. $1.50.)

    A questionnaire to gather material on the evaluation of noncertificated school personnel was sent to all school systems enrolling over sixteen thousand pupils. Replies were received from 232, or 72 percent of the 322 systems contacted. This circular is based on the replies of the 139 systems with formal programs for evaluating one or more of the categories of classified personnel listed in the questionnaire: teacher aides, clerical and secretarial workers, maintenance custodial workers, cafeteria workers, and bus drivers. Included are data on frequency of evaluation, probationary periods, permanent status, evaluators, evaluation procedures, and evaluation instruments. Six general types of evaluation procedures, distinguished by the degree to which the employee is involved in the evaluation process, are evident among the 139 systems. A description of each procedure is followed by a list of the systems reporting that procedure. Twenty-two evaluation forms selected from those submitted with the questionnaire responses are reproduced.

16. Fagen, Stanley A., and Checkon, Stephen. "Issues in Measuring Teacher Competence for Affective Education." Paper prepared for American Educational Research Association annual meeting, Chicago, April 1972. 12 pages. ED 065 554 MF $0.65 HC $3.29.

This paper considers measurement for affective education in inservice teacher education. Affective education is teaching with emotions and feelings as its primary subject matter. The three main approaches to affective education are facilitation of emotional insight and understanding, facilitation of emotional experience, and facilitation of emotion-modifying actions. The dimensions for assessment of competency are referred to as knowledge, attitude, and skill. Measurement is discussed in relation to these dimensions and to the major competency areas: cognitive, experiential, or action-oriented. Technical and process issues are identified. The skill dimension is the most critical in measurement.

17. Griess, Jerald. Feasibility of Providing Trade Competency Examinations for Teachers on a National Basis. Albany: New York State Education Department, 1967. 83 pages. ED 012 794 MF $0.65 HC $3.29.

The feasibility of developing trade-competency examinations on a national basis was investigated, and the potential utility of currently developed instruments assessed in two one-day seminars. At the first seminar, four informal presentations were followed by small group discussions. At the second seminar, four papers were read and reactions to the papers presented for discussion. Complete texts of the proceedings of the second seminar appear in the seminar final report. The outcome of the two seminars was general agreement that the development of occupational competency examinations on a nationwide basis would be a more efficient use of personnel and should provide higher quality examinations. Seminar participants also agreed that a proposal to develop trade-competency examinations on a national basis be prepared and funds sought to carry out the project.

18. Hooker, Clifford P., and Mueller, Van D. A Plan for Performance Review and Compensation of Administrative Personnel. Minnesota: Richfield Independent School District 280, 1969. 94 pages. ED 043 094 MF $0.65 HC $3.29.

A study was conducted to develop a plan reducing the technical and human problems of administrator salary administration and strengthening the ability of a school district to acquire leadership consistent with its purposes. Major targets of the study were development of position responsibility descriptions for all district administrators (including primary objectives of the positions; major areas of accountability in instructional improvement, administration, and school-community relations; and su-

pervision and work direction of others); development of administrator performance review procedures; and establishment of an administrator compensation plan. Appendixes contain position descriptions for all district administrative personnel, analyses of current compensation relationships with administrators from selected school districts, and a proposed policy for administrator compensation.

19. Hooker, Clifford P., and Mueller, Van D. A Report on Administrative Compensation Planning for St. Paul Public School Personnel. Minnesota: Saint Paul Public Schools, 1970. 82 pages. ED 042 232 MF $0.65 HC $3.29.

    This report describes and analyzes various devices and techniques that may be utilized in planning local school administrative compensation. The document outlines broad overall goals for compensation planning, discusses and evaluates the application of a compensation plan in the Saint Paul schools, and proposes alternate strategies for establishing administrative salaries in Saint Paul. After reviewing the major components of a compensation plan, the authors suggest transforming an administrator compensation policy into specific goals and objectives, basing administrator salary structure on a combination of variable and internal ratios, implementing an administrator performance review program, and increasing involvement of and communication among those responsible for school management.

20. Hoyt, Donald P. Identifying Effective Teaching Behaviors. Manhattan: Kansas State University, 1969. 136 pages. ED 039 197 MF $0.65 HC $6.58.

    An evaluation experiment attempted to discover the relationship between specific types of teacher behavior and success in teaching as indicated by student progress toward defined objectives. In 708 undergraduate classes at Kansas State University, students rated their progress in gaining factual knowledge, learning fundamental principles, applying principles to practical problems, understanding themselves, learning professional attitudes and behavior, developing skills in communication, discovering implications of the course for personal and professional conduct, and developing greater cultural understanding and appreciation. Fifty-eight items were used to evaluate teacher behavior and effectiveness, and chi-square analyses were performed on each item to determine significant differences between small, medium, and large classes. The findings indicated that at least sixteen items appear to be required in effective teaching, although these items differed according to size of class and type of objective. The author recommends broader application of this method of teacher evaluation through making the materials and computer

programs available to other institutions. The text discusses the results of the experiment, and appendixes give tables of norms and item analysis, samples of the faculty information form, the test instrument, and the computer report to faculty members.

21. Israel, Jack W. Innovation in Evaluation: Teacher Assessment by Objectives. 1969. 29 pages. ED 029 625 MF $0.65 HC $3.29.

If education is meant to change students' attitudes and actions, good teaching must be defined in order to achieve this goal and to improve instruction. Evaluation allows the teacher to identify his goals with those of the institution and to know the status of his skills, attitudes, and knowledge in relation to the institution. Sound evaluation makes goal achievement more effective by identifying strengths to be reinforced and weaknesses to be corrected. The literature covers various methods to observe and assess teachers, and the author offers a proposal based on the common elements of the methods. The proposal combines selected goals for the learner with an assessment of the attributes of the teacher. The goals must be developed cooperatively by teacher and administrator, for, without agreement on goals, teacher and administrator cannot reach agreement on procedures or judgments, or on acceptable evidence of the teacher's success in reaching the goals of learner behavior. The teacher's skills, attitudes, and knowledge must remain flexible, to be adjusted or modified as required, helping him to develop over time and to seek advice more readily. If acceptable evidence of student attainment is predetermined, judgment will shift from procedures to results and, with constant modification and clarification, evaluation will become more precise. Since in some cases teachers may feel threatened and oppose this plan, the author describes three alternative methods of implementing the plan. The methods vary in both philosophy and organization.

22. Johnson, Charles E., and Bauch, Jerold P. Competency Based Teacher Evaluation Guide. GEM Bulletin 70-3. Athens: College of Education, University of Georgia, 1970. 25 pages. ED 042 698 MF $0.65 HC $3.29.

This document contains a four-part checklist designed to determine the extent to which elementary school teaching personnel at various levels (teacher, assistant, and aide) have acquired particular competencies. The authors note that the checklist is a prototype rather than a finished instrument totally inclusive of all competencies. The guide may be used by each of several specialists, each working on the job with the teacher at different times. The first part of the instrument, general behaviors, qualities, and competencies characteristic of teachers in early childhood and elementary schools, contains nineteen items, each of which includes three possible descriptive responses. A sample ques-

tion from the first section is, "Does the person show sufficient patience and understanding with children?" The second part, specific behaviors performed by certified teachers in early childhood and elementary schools, contains eighty-four items with four possible responses ranging from "Performs this behavior with a high measure of skill and efficiency" to "Not applicable or no basis for judgment." A sample item from the second part is, "Helps pupils use a teaching machine. Prepares daily activity plans." Part three, specific behaviors performed by teaching assistants in early childhood and elementary schools, and part four, specific behaviors performed by aides in early childhood and elementary schools, contain thirty-seven and thirty-one items respectively and provide for the same choice of four responses as does part two.

23. Mansergh, Gerald G., editor. Dynamics of Management by Objectives for School Administrators. A System of Participative Management whereby Management Personnel in an Organization Identify Major Areas of Responsibility, Set Standards for Performance, and Measure the Results Against Those Standards. Michigan: Metropolitan Detroit Bureau of School Studies, Inc., 1971. 28 pages. ED 058 607 Document not available from EDRS. (Available from Interstate Printers and Publishers, Inc., Danville, Illinois 61832. Order No. 1413, $1.50.)

    Management by objectives, a systems approach to managerial leadership, can be of substantial benefit to organizations because it helps solve key problems in organizational administration. As a system, it defines expectations by specifying objectives, elicits teamwork by identifying common goals, programs work by setting terminal dates for tasks, and recognizes progress by measuring accomplishments. In addition, management by objectives administers salaries by measuring merit and performance and assesses promotability by identifying leadership potential and performance.

24. Melton, George E., and others. The Principalship: Job Specifications and Salary Considerations for the 70's. Washington, D.C.: National Association of Secondary School Principals, 1970. 70 pages. ED 040 492 MF $0.65 HC not available from EDRS. (Available from National Association of Secondary School Principals, 1904 Association Drive, Reston, Virginia 22091. $2.00.)

    This document has three parts: an updated job description of the secondary school principalship, a modern approach to an evaluation of the principal's performance, and a statement on salary determination for principals. The principal must perform a variety of roles: educational leader; administrator; communicator between students, staff, community, other schools, board of education, and colleagues; conflict mediator; edu-

cator of educators; ombudsman; and professional. The principal's performance must be evaluated on the basis of all the roles he performs, and objective instruments such as graphs and checklists fail to evaluate the entire responsibility. Results of a national survey on administrative salaries, arranged alphabetically by school district, are appended. Data are categorized by relationship between supervisory/administrative and teacher schedules, and considerations and factors taken into account in setting supervisory/administrative salaries.

25. Morsh, Joseph E., and Wilder, Eleanor W. Identifying the Effective Instructor: A Review of the Quantitative Studies. 1900-1952. Chanute Air Force Base, Illinois: Air Force Personnel and Training Research Center, 1954. 159 pages. ED 044 371 MF $0.65 HC $6.58.

    Summary and synthesis of 360 references from Education Index, Psychological Abstracts, and forty reviews and bibliographies are included in this research review. A 392-item bibliography follows the text. Principal findings of the cited quantitative research studies are summarized in the introductory section. Concluding implications for further research, presented as a guide in Air Force technical training research projects, are also expected to assist other investigators in the field. Descriptions of research studies and tabular materials are presented chronologically under each topic heading. Criteria for instructor effectiveness are instructor rating, administrator rating, peer rating, student rating, self-rating, objective observation of performance, and student change. The predictors of instructor effectiveness include intelligence, education, scholarship, age, experience, knowledge of subject matter, present professional information, teacher examination scores, extracurricular activities, general culture test scores, socioeconomic status, sex, marital status, teaching aptitude, attitude toward teaching, interest in teaching, voice and speech characteristics, statistical analyses of abilities, and personality studies and tests.

26. Panitz, Adolf, and Olivo, C. Thomas. National Occupational Competency Testing Project. A Consortium for Occupational Competency Testing of Trade and Industrial/Technical Teachers. Phase I: Planning—Organizing—Pilot Testing. Volume 3, Handbook for Developing and Administering Occupational Competency Tests. New Brunswick, New Jersey: Department of Vocational-Technical Education, Rutgers, The State University, 1971. 171 pages. ED 057 217 MF $0.65 HC $6.58.

    Much effort has been directed toward the evaluation of human characteristics and abilities. This handbook is an outgrowth of an extensive study of occupational competency testing and is intended to assist in the development, administration, and evaluation of written and performance tests

wherever occupational competency evaluation may be fundamental to employment, upgrading, or promotion. The report provides the historical background and philosophical concepts of occupational competency testing, outlines test development procedures, and discusses test administration. In addition, it considers the evaluation of occupational competency tests and test results and presents findings concerning national occupational competency testing. A list of resources, references, and a bibliography complement the report. Document 27 is related.

27. Panitz, Adolf, and Olivo, C. Thomas. National Occupational Competency Testing Project. A Consortium for Occupational Competency Testing of Trade and Industrial/Technical Teachers. Phase II: Directions for: Area Test Center Coordination, Test Development, and Test Administration. New Brunswick, New Jersey: Department of Vocational-Technical Education, Rutgers, The State University, 1971. 59 pages. ED 057 218 MF $0.65 HC $3.29.

    Occupational competency evaluation through written and performance tests assures that prospective vocational teachers possess the level of competence essential for effective teaching. The overall purpose of the project is to develop occupational competency examinations for nationwide use in evaluating trade and industrial education teachers. This second phase of the two-phase project involves directions for area test center coordination, actual test development by procedures field tested in phase one, and administration of written and performance tests. Each section of the report includes the function of the individuals involved, the sequence of procedures, specific examples illustrating the results of various steps, and sample work sheets. Several illustrations and work sheets are provided throughout the publication. Document 26 is related.

28. Popham, W. James. Performance Tests of Instructor Competence for Trade and Technical Education. Final Report. Los Angeles: University of California, 1968. 150 pages. ED 027 418 MF $0.65 HC $6.58.

    Two performance tests of teaching proficiency in the field of trade and industrial education were developed, one in the field of auto mechanics (carburetion) and one in the field of electronics (power supplies). Each test was assessed to determine its ability to distinguish between experienced teachers and nonteachers on their ability to achieve prespecified instructional objectives. All subjects, teachers and nonteachers, were given sets of operationally defined objectives. The subjects attempted to achieve goals during an instructional period of approximately ten hours. Pretests and posttests based explicitly on the objectives were given to each subject's pupils, and average class achievement was used as the

index of the teacher's proficiency. Twenty-eight auto mechanics teachers and twenty-eight nonteachers instructed over twelve hundred pupils while sixteen electronics teachers and sixteen nonteachers instructed over seven hundred pupils. Comparisons of pupil performance data reveal no systematic differences between the performance of the teacher and nonteacher groups in either auto mechanics or electronics. Results are attributable to problems associated with the training of teachers and to the reinforcement structures operating when the teachers commenced training.

29. University of Houston. Faculty Evaluation: A Rationale and a Plan. Texas: College of Education, [1972]. 26 pages. ED 068 449 MF $0.65 HC $3.29.

    The first section of this document develops a rationale for evaluation and indicates three levels of assessing performance: proficiency, competence, and incompetence. A professional data outline indicates areas and methods of evaluation determining the level of performance. These areas of evaluation include teaching, curriculum and instructional development, professional writings and speeches, research and development, and professional service. The third section discusses the criterion for faculty evaluation in each area according to the three performance levels.

30. Young, Jon I. Model for Competency-Based Evaluation. [1972]. 16 pages. ED 068 501 MF $0.65 HC $3.29.

    Some theoretical concerns for competency-based evaluation instruments are discussed and means of examining those instruments for validity and reliability are presented. Areas of concern include descriptions of behavior, level of response, and nature of the evaluation. The author examines two different types of instruments to determine the reliability and validity of each in directly and indirectly evaluating a process. The first instrument indirectly evaluates an ability to classify four types of questions: memory, convergent, divergent, and evaluative. Data are collected by an objective test with a standard criterion. The second instrument, a rating form, measures the process of microteaching directly, without a standard criterion. Data indicate that these instruments have the potential for accurate evaluation.

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